WORKPLACE SPIRITUALITY AND ITS IMPACT ON ORGANIZATIONAL COMMITMENT AND EMPLOYEES' JOB SATISFACTION: AN EMPIRICAL STUDY AMONGST HIGHER EDUCATIONAL INSTITUTION TEACHERS

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INTRODUCTION

Educational structure is considered as the strength of every nation in which teachers conquer vital place. Its achievement is greatly dependent on potential ability and eminence of the teachers who are crucial for the societal progress. Further, the vivacity of all the educational organizations tends in to what extent the teachers are contented with the jobs they are into and devoted to contribute to the advancement of their organizations. It is likely that greatly contented teachers will be more dedicated to their educational organizations ensuing into greater withholding and deterioration in their turnover amounts. As regards advanced educational institution as an organization, higher educational institution teachers are significant because they are vitally accountable for educating and cultivating the thinkers of nations. According to Rutte (2003) "Now-a-days organizations are in a desperate need of extremely fulfilled, satisfied, creative, committed and productive employees to achieve and withstand their competitive advantage. But employees are feeling stressed, demoralized and insecure due to economic downturn and downsizing in their organizations". According to Hamilton and Jackson (1998) "All these uncertainties sensitize them to search for spiritual presence". It seems that unsatisfied spiritual needs encourage employees of today's organizations to look for the real meaning in their lives. According to Labbs (1995), "the spiritual perspective is causing shift in the workplace values promoting cooperation rather than fear at the workplace".

According to (Hart and Brady, 2005), "Spirituality is undeniably a human need for many people and workplace spirituality is a "reality" that must not be disregarded by society and organizations". Organizational science can no extensively escape studying, accepting, and seeing organizations as spiritual units. Most teacher staffs gaze for the contentment of their spiritual desires and needs so to be distinctive, to unite with something loftier than themselves, to become beneficial, to be comprehensible by other persons, and to comprehend in what way they adequate into a larger context. They desire to understand sense of motive and connotation at work as well as a sense of association with work fellows and their work circle.

Teachers, as spiritual beings, long to experience connectedness and a sense of personal wholeness and meaning in their lives. Teachers who include and unite the spiritual dimension in their work are more tend towards self-reflection they are alert to the association with their inner self, with others and with a power superior than the self. Their choices tend to be inclined by virtues such as empathy, modesty and love where love is observed through Peck's (1997) definition as "the will to extend oneself for the purpose of nurturing one's own or another's spiritual growth." They are more suitable actually to listen to others and to form spaces. When spirituality is limited to the private realm people survives and teachers are unable to unite spirit in their lives and classrooms, teaching degenerates into a technical and de-spirited action. Teaching, in the sense of experiencing and discovering meaning in life, cannot be detached from spirituality.

When workplaces are able to create environments that are conducive to teacher employees experiencing harmony in behavior and belief, their values and their work, and a sense of purpose in their vocation, a certain pattern of spiritual orientation will emerge. If institutions are poorly governed and concentrated on material existence, it is not relaxed to allow "spiritual richness" delight and relevant work to teacher staffs. There is a need to promote workplace spirituality to progress teacher employees' commitment, organizational enactment and job satisfaction.

According to Cash and Gray (2000), "the catalyst for the extensive interest in workplace spirituality is an unstable work environment characterized by downsizing and new technologies. Faced with problems of fear, social alienation and constant turbulent changes, teacher employees are embarking on an individual search for deeper meaning in life". According to Krishna Kumar & Neck, (2002) "Workplace spirituality represents an attempt to experience spirituality not only in their personal lives but also at work where they spend a large amount of time".

WORKPLACE SPIRITUALITY

Spirituality has been described as "the subjective feelings, thoughts, and behaviors that arise from a search for the sacred" where the word "search" denotes to "attempts to identify or

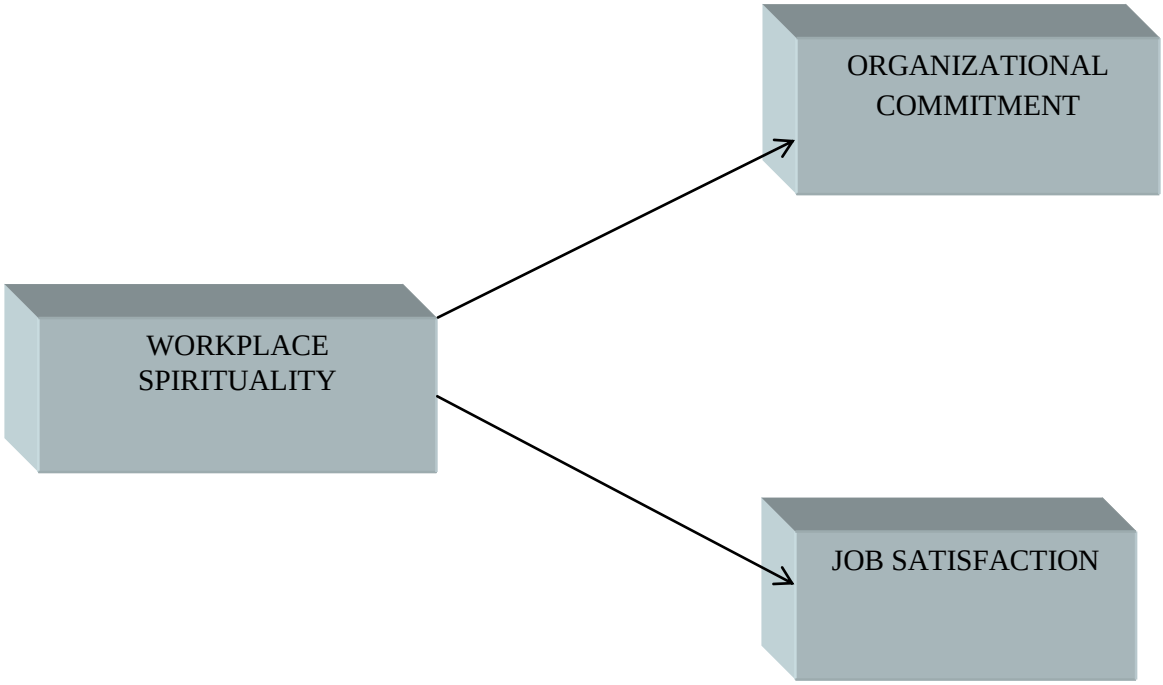
transform" and the word "sacred" is expressed mostly as referring to "a divine being, divine object, Ultimate Reality, or Ultimate Truth as perceived by the individual". According to Mitroff and Denton (1999) expresses spirituality as "The basic feeling of being connected with one's complete self, others and the entire universe". According to Harrington, (2004), "the core of spirituality is about people sharing and experiencing some common attachment, attraction and togetherness within their work unit and the organization as a whole .According to Myers, (1990), "It is a continuing search for meaning and purpose in life; an appreciation for the depth of life, the expanse of the universe, and natural forces which operate it; and, it is a personal belief system". According to Moore & Casper, (2006), "spirituality is generally viewed as some "internal substance", a value, belief, attitude or emotion that affects people's behavior".

Workplace Spirituality is regarding persons who recognize their selves as spirited creatures, and their spirits wishes and required to be strengthened with the work. Hence, it is about undergoing actual motive and significance at work rather than remunerations and performance appraisals. According to Ashmos and Duchon, (2000), "Workplace spirituality can be defined as the recognition that employees have an inner life which nourishes and is nourished by meaningful work taking place in the context of a community". According to Milliman et al., (2003) " It is about employees who view themselves as spiritual beings whose souls need nourishment at work, who experience a sense of purpose and meaning in their work, and a sense of connectedness to one another and to their workplace community" .

Teachers as spiritual creatures experience connectedness and an intellect of personal completeness and meaning in their lives, including their professional lives. Workplace spirituality provides a sense for individuals to unite their work and spirituality, imparting direction, association, and completeness at work.

When organizations and workplaces are able to generate surroundings that are conducive to employees undergoing harmony in conduct and belief, their values and their work, and a sense of motive in their vocation, a certain shape of spiritual orientation will develop. Workplace

Spirituality in its basic component is awareness, interconnectedness with each other and a greater existence, an intellect of fulfillment, and value and implication to one's vocation. The basic fundamentals that create the framework conducive to this in corporate ethics, trust, and fairness of judgments, respect, honesty and integrity of activities.



ORGANIZATIONAL COMMITMENT

The concept of organizational commitment refers to teachers' loyalty to their organizations and a procedure that teachers cooperate in organizational decision making. According to Robbins, (2001),"Organizational commitment is a working attitude of employees who have a sense of identification to accomplish organizational goals and wish to maintain good relationship with members within the organization". According to (Mowday, Porter, & Steers, 1979), "It is the relative affiliated level of an individual feeling in an organization". Teachers' commitment towards organization is a teacher's psychological recognition of university aims and morals and readiness to turn out to be a fellow of an organization to toil substantially firmer which is more than an individual welfare. The vigorous progresses of an institution relay on whether the institutional fellows can combine together to yield great cohesiveness and also they are keen to

give their best endeavor for the institution. According to Allen and Meyer, (2000) "Organizational commitment can also be defined as a psychological state that characterizes an employee's relationship with the organization and reduces the likelihood that employee will leave it". It is characterized as readiness of the employees to add in to institutional aims. When teachers are assured that they will develop and acquire with their working institution, their degree of devotion to stay with that certain institution is greater. It is an attitude about employee devotion to organization and one nonstop process that shows the alertness of people to organization and success and welfare of organization by involvement of people in organizational decisions. It is a relative amount of personal identity with organization and his involvement.

According to Mowday, Porter, & Steers, (1982), "Organizational Commitment refers to an individual's feelings about the organization as a whole. It is the psychological bond that an employee has with an organization and has been found to be related to goals of the organization and likelihood to stay with the organization". According to Saal & Knight, 1987 "An employee committed to the organization believes in and accepts the goals and values of the organization, feels a strong will to stay as a member of the organization for a longer period of time". According to Northcraft &Neale, 1990 "This employee spends more effort to enable organizational goals thinking about the profits of the organization, in comparison to employees with low organizational commitment, does not think about leaving the organization, and pursues a more positive relationship with the organization".

JOB SATISFACTION

Job is considered as a tool which helps people to have good life for themselves and to reach their aims. In According to Collin's English Dictionary "job is defined as an individual piece of work, an occupation, post for employment, a result produced from working". The job deprived of economic benefits can be a service but not job in its real sense. It can be said that job is a responsibility concerned with accomplishment of a duty with certain state of affairs beside some secure pay or wages. Satisfaction is a state of mind in which a person feels pleasure or happiness as it is defined as, the state of being satisfied, completion of aspirations, the delight obtained

from fulfillment. But important is that whether a person is satisfied or dissatisfied with his job. Job satisfaction is a good feeling caused by appraising diverse aspects of one's job. According to Spector, 1997, "Job satisfaction is the extent to which people like or dislike their jobs". According to Camp (1994), "job satisfaction with reference to the needs and values of individuals and the extent to which these needs and values are satisfied in the workplace". In view of Basaran (2000), "An employee with low Job Satisfaction may show tendencies towards absenteeism, turnover, ignoring rules, complaining about the job, damaging the organization, extravagancy, pretend sickness and accidents, and psychological disorders". According to Feldman & Arnold (1986), "Job satisfaction is significant for both employees and the work itself regarding what the employees think and feel about their jobs, in other words, whether they find it satisfying or frustrating, boring or meaningful". Job satisfaction is a common or universal affective response that persons grasp about their existing jobs.

Job satisfaction of teachers is very crucial to the success of any organization. Teachers who are contented with their jobs generally have a high level of proficient competence. Hence, they feel competent in relation of their information of content and teaching abilities, and they feel protected about lecture hall supervision. In view of Sleyn (1992), "the effectiveness of an educational system depends largely on the job satisfaction of teachers employed in the system.

Job satisfaction is a subjective sensitivity of a teacher at their workplace. These states of mind can be advantageous or un-advantageous towards the institute. In case of advantageous conditions, there seems a constructive relation amongst teachers' expectations from their workplace and the welfares that the job provides.

Job satisfaction rest upon the gratification of individual needs, their connection with other work fellows and superiors, operational conditions, institutional policies and the recognition they obtains. The contented teachers actively participate in teaching and learning procedure, evolving the character of the pupils, with enriched accomplishment. A satisfied teacher's displays optimistic conduct at their work place like they have less absence from work, gives full contribution to the institution, and persists for extensive time in the institution. On contrary, a

discontented teacher is more absent from job, displays cold shoulder to other staffs and constantly gazes for other new job.

EMERGENCE OF THE PROBLEM

Workplace Spirituality is a new buzzword not only in theology, business science but also in education. According to Fry (2003), "there is an emerging and accelerating call for spirituality in workplace". Years back employees were required to put their spiritual actuality behind the entrance before plunging into the place of work, but currently, splitting work life from spiritual life lessen workers' confidence and these both cannot be detach and individual with their entire physical, mental and spiritual self at their place of work. Because of this, these days spirituality is being recognized as an essential necessary for conducive growth in organization by researches.

From 1990s, workplace spirituality has started to be treasured in academic world and amongst practitioners and there are diverse perceptions in the study of spirituality in the workplace. As the notion of workplace spirituality primarily emerged in U.S. and persons wish to perceive their religion and spiritual morals at their places of work, nearly all of researches concerning spirituality at workplace emerge in western countries and are rooted in western religions, culture and economics .But Carole & Robert (2004) recommend "workplace spirituality have an out cropping of growing interest in Eastern philosophies that promote integration between self and environment".

Teaching is a vocation for those who are able to familiarize their selves to the modifications of the times and who are able to revert these modifications to the community, who persistently replenish their selves, who are accountable, inventive, and dynamic, humane, and who have optimistic perception towards the occupation. For staff members to bring out their vocation in procession with these traits depend on whether they are at harmony, victorious, proficient and fruitful at their vocation and whether their vocation satisfy them. According to Cash and Gray (2000), "the catalyst for the extensive interest in workplace spirituality is an unstable work environment characterized by downsizing and new technologies". Teachers especially beginner teachers frequently experience a sense of isolation. The sense of remoteness and alienation

experienced by teachers and poor or unsupportive relationships they experience with colleagues or superiors tend them to move towards spirituality. Encountering with difficulties of panic, societal isolation and constant disorderly changes, teachers are get on an individual seek for ultimate meaning in one's life. According to Krishna Kumar & Neck, (2002) "workplace spirituality represents an attempt to experience spirituality not only in their personal lives but also at work where they spend a large amount of time".

JUSTIFICATION OF THE STUDY

According to (Mitroff, 2003), "Organizations are a great human achievement, and the work is the centerpiece of most people's lives and inextricably impregnated in people's search for ultimate meaning. In many of today's organizations, people only bring their arms and brains to work, not their souls". The outcome is that organizations do not activate the full creativeness and ability of their teachers and teachers, in turn, do not achieve in rising themselves as complete individual beings.

In harsh times, it is usual that employees switch to spirituality for solutions, safety and internal harmony. As many persons have to toil for longer time just to live economically, there is a larger requirement for them to unite the work with spiritual outlook of their lives. Other need to have spirituality in workplace is because it helps organization to increase its conduct. Mitroff and Denton (1999) "found that those associated with organizations they perceived as more spiritual saw their organizations as more profitable". Organizations that are more spiritually norm based in their actions are also more lucrative.

Most of the studies were performed mostly in other disciplines like information and technology (IT), hospitality industry, banking sector and manufacturing sector, thereby giving fewer consideration to the educational context. Hence, there is a requirement to further investigate the research on workplace spirituality, job satisfaction and organizational commitment in Indian educational context. Prime reason which justifies the requirement to investigate the matter of organizational commitment, job satisfaction and workplace spirituality in Indian educational context is that the investigation of the preceding studies cannot be generalized to the system of

education as they only enquired the association between job satisfaction and organizational commitment and workplace spirituality primarily in other perspective rather educational perspective.

There is presently bound information and investigation on the relationship between workplace spirituality, job satisfaction and organizational commitment in Indian educational context among higher educational institution teachers. Hence, this empirical investigation assesses the potency of the association between spirituality in the workplace, organizational commitment and job satisfaction in Indian educational setting among higher educational institution teachers.

Therefore the study is carried out mainly for two reasons 1) As to provide relevant data regarding growing awareness of spirituality in workplace among teachers 2) Almost no study exists regarding workplace spirituality, organizational commitment and job satisfaction in Indian educational context among higher educational institution teachers.

THE STATEMENT OF THE PROBLEM

In light of above justification, the statement of the problem is:

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OPERATIONAL DEFINITION OF THE TERMS USED IN THE STUDY

The variables related to study can be defined in following way:

Organizational Commitment

According to Mowday et al. (1979) "The extent to which an individual identifies with and is involved in a particular organization". In the present study organizational commitment means as the whole potency of the worker's recognition and input in an organization , perceived emotional attachment to, identification with, worker's viewpoint connecting to the costs linked with

departing from their organization, worker's viewpoint connecting to their responsibility to carry on in their organization.

Job Satisfaction

According to Locke (1976), "the pleasurable or positive emotional state resulting from the assessment of one' job and job experiences". In present study Job satisfaction means the degree to which requirements and values of workers are contented in the place of work and the level to which individual like their jobs.

Workplace Spirituality

According to Milliman et al.,(2003) "workplace spirituality is defined as complex and multi-faceted construct that includes three core dimensions: the purpose in one's work, on the individual level; having a "sense of community" on the group level; and being in "alignment with the organization's values" and mission, which is on the organization level".

In the present study workplace spirituality means a framework of organizational values that support workers' under-go of transcendence during work procedure, to grow a well-built association to workfellows and other persons linked with job, plus to have steadiness or alignment amongst one's deep ideals and values of their workplace, comprises the identification that there is an inner existence that sustains and is nurtured by work which is meaningful in the perspective of society. In the view of organizational front, spirituality at workplace can be perceived as the spiritual values that present in the core of the organization which imply the outlook of the organization, their prime concern and sense of motive that directly impact the organization's objectives, targets and mission.

OBJECTIVES OF THE STUDY

- To study the status of workplace spirituality of higher educational institution teachers.
- To study the workplace spirituality of the higher educational institution teachers in relation to their gender.
- To study the workplace spirituality of the higher educational institution teachers working in different streams.

- To study the workplace spirituality of the higher educational institution teachers in relation to their teaching experience.
- To study the status of organizational commitment of the higher educational institution teachers.
- To study the organizational commitment of the higher educational institution teachers in relation to their gender.
- To study the organizational commitment of the higher educational institution teachers working in different streams.
- To study the organizational commitment of the higher educational institution teachers in relation to their teaching experience.
- To study the status of job satisfaction of the higher educational institution teachers.
- To study the job satisfaction of the higher educational institution teachers in relation to their gender.
- To study the job satisfaction of the higher educational institution teachers working in different streams.
- To study the job satisfaction of the higher educational institution teachers in relation to their teaching experience.
- To study the organizational commitment of the higher educational institution teachers in relation to their workplace spirituality level.
- To study the job satisfaction of the higher educational institution teachers in relation to their workplace spirituality level.
- To study the relationship between workplace spirituality, organizational commitment and job satisfaction of the higher educational institution teachers.

HYPOTHESES OF THE STUDY

These null hypotheses will be tested in relation to the objectives mentioned above:

H1: There is no significant difference in workplace spirituality level of the higher educational institution teachers in relation to their gender.

H2: There is no significant difference in workplace spirituality level of the higher educational institution teachers working in different streams.

H3: There is no significant difference in the workplace spirituality level of higher educational institution teachers in relation to their teaching experience.

H4: There is no significant difference in organizational commitment of higher educational institution teachers in relation to their gender.

H5: There is no significant difference in organizational commitment of the higher educational institution teachers working in different streams.

H6: There is no significant difference in the organizational commitment of the higher educational institution teachers in relation to their teaching experience.

H7: There is no significant difference in job satisfaction of the higher educational institution teachers in relation to their gender.

H8: There is no significant difference in job satisfaction of the higher educational institution teachers working in different streams.

H9: There is no significant difference in the job satisfaction of the higher educational institution teachers in relation to their teaching experience.

H10: There is no significant difference in the organizational commitment of the higher educational institution teachers in relation to their workplace spirituality level.

H11: There is no significant difference in the job satisfaction of the higher educational institution teachers in relation to their workplace spirituality level.

H12: There is no significant relationship between workplace spirituality, organizational commitment and job satisfaction of the higher educational institution teachers.

VARIABLES OF THE STUDY

Independent variable of study is:

- Workplace Spirituality

The dependent variables of the study are**:**

- Organizational Commitment

- Job Satisfaction

Intervening variables of the study are**:**

Gender, stream, teaching experience

DELIMITATION OF STUDY

The research study will be delimited to the followed attributes:

- The study will be delimited to Higher Educational Institutions of Agra city.
- The present study will be delimited to teachers of six streams which are Science, Social Science, Education, Arts, Commerce and Engineering of Higher Educational Institutions of Agra.

METHOD OF STUDY

Methodology is a way of performing a research work and is determinate from the nature of the problem. Keeping the nature of the problem in mind, the researcher will follow Descriptive Survey Method. Under this method the researcher will use comparative as well as correlation method.

SAMPLE OF THE STUDY

The sample of the study will be 420 teachers (70 teachers each from six streams which are Science, Social Science, Education, Arts, Commerce and Engineering) of Higher Educational Institutions. For the present investigation, higher educational institutions will be selected by using random sample selection method and the method of selection of the units of teachers will be incidental method of sample selection. As a whole, semi-probability method of sample selection will be used.

TOOLS

The following tools will be used to collect the necessary data and information:

- For measuring the workplace spirituality, a values framework will be developed and through Analytic hierarchy process (AHP) a self-constructed tool will be design by the researcher herself.

- For measuring the organizational commitment a self-constructed tool will be constructed by the researcher herself.
- For measuring the job satisfaction of higher educational institution teachers, Job Satisfaction Scale will be used. It was developed by Dr. Amar Singh in 2005.

STATISTICAL TECHNIQUES

To analyze the data of present investigation, descriptive as well as inferential statistics will be used as per the nature of data obtained.

SIGNIFICANCE OF THE STUDY

For Higher Educational Institution Teachers

This research is important because there is lot of discrepancy and still dispute in viewpoints regarding the occurrence of spirituality in place of work. There is a noteworthy amount of inhibition amongst teachers to execute the research that has been done on incorporating spirituality as it associates to teacher's dedication to the institute.

The findings of the study would guide the teacher employees about spirituality at workplace which is associated with the delighting experiences at workplace and the mental cohesion of the workers towards their work-scope. The delighting experiences at workplace eventually funnels the teachers to conceptualize the workplace as not merely a place to work or make a living but to perceive it as a place that provides and fulfills personal satisfaction. The outcome of the research would surely provide to the body of information specifically about job satisfaction amongst teachers of the higher educational institutions in the nation. The study is also important as it will focus the factors that school teachers view as enhancing job satisfaction within their organizational climate. This study will be a vital input to explore on these chosen variables because very small numbers of studies subsist in this field of research and the conduct in which these influence teachers and higher educational institution as a whole.

For Administration and Management of Higher Educational Institute

Through this research the higher educational institution administrators are motivated to work along with staff members, authorize them, including them entirely, linkedness towards work, and impart with deeper values, and initiating the spirit of team which benefits the higher educational institution as a whole in order to enhance and nurture successful transformation and excellence in higher educational institution.

The management of higher educational institution will find the research helpful in boosting staff morale and bringing about job satisfaction of their employees. An educator who attains success in his or her job and whose requirements are met in the work place would be a joyful employee who would strive to sustain excellence. The study will re-commend adoptable guidelines and strategies for mitigating organizational correlates of job dissatisfaction.

The results of this study will suggest the higher educational institution management on the measures required to enhance and sustain employee commitment throughout the restructuring period. Also the results of the study will guide the higher educational institution to know how to enhance the right kind of commitment and increase teacher employee satisfaction so as to ensure that only well performing employees are retained and the steps initiated to develop right kind of commitment in others through spiritual fulfillment.

According to Meyer and Allen (1997), "workers who become less committed to an organization will channel their commitment in other directions" .These employees may therefore start to assess their skills and experiences outside the organization rather than use them in their present or future jobs in the organization. Therefore, the results of the study will guide higher educational institutions as organization to channelize the commitment of teacher employees in the right direction.

In view point of (Meyer and Allen, 1997), "Highly committed employees tend to be better performers, exert greater endeavor on the job resulting in increased job performance, turnover less and exhibit better attendance" .Therefore this study will therefore update the management of

higher educational institutions on the kind of commitment that is required to the attainment of their goals.

The outcomes of the research would teach the management of both sectors (public and private) of higher educational institution on the extent of job satisfaction and work commitment amongst institute staff members. Above that, it would deliver fruitful information to the management of institution in comprehending the elements that influence job satisfaction. This would aid the management of higher educational institution in generating favorable working climate so as to proliferate work commitment and job satisfaction.

This study will support the management of the higher educational institution as an organization to have the chance to be further enlightened concerning job satisfaction and teachers commitment towards the institution. Moreover the institute identifies the aspect or feature that may influence organizational commitment and also the job satisfaction. This is significant to minimize the turnover and to retain the valuable. This study would promote by providing input to the body of knowledge and be a beneficial basis of information incorporating for future prospect concerning this subject matter.

For Government and Ministry

Acquainting with the aspects that can provide input to job satisfaction, organizational commitment and workplace spirituality among the public sectors higher educational institution employees which would ease the Government and Ministry in creating judgments relating to the vocation thus to advantage the teachers , as well as the institute.

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